

## Fall 2014 OSSE Educator Preparation Program Profiles TEACH-NOW (Alternative, not IHE-based)

### Section 1: Program Summary

**TEACH-NOW**  
**2918 Fessenden Street NW**  
**Washington, DC 20008**

**Telephone: (202) 822-8280**

**Website: <http://www.teach-now.com>**

**Mission:** *TEACH-NOW is a post-baccalaureate digitally-based, online teacher preparation program designed to prepare teachers to be effective in teaching tomorrow's students in tomorrow's learning world. The 8-module, 9-month curriculum is built on InTASC Standards. TEACH-NOW's mission is to equip, enable and empower teachers to go into any learning environment anywhere in the world and diagnose where each learner is (socioeconomically, ability and achievement) and design and implement learning experiences to ensure each student learns, grows and develops. TEACH-NOW attracts diverse candidates from all over the world.*

*The TEACH-NOW program began accepting students in March 2013. See [www.teach-now.com](http://www.teach-now.com) for more information.*

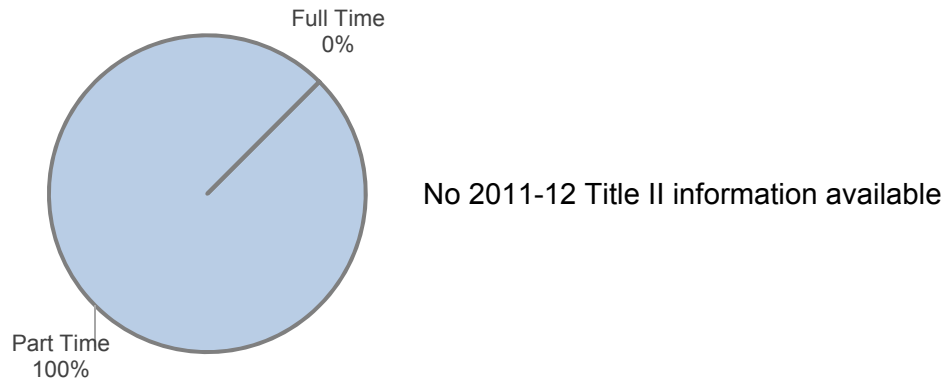
OSSE program approval by subject area		(Fall 2014, OSSE)
Program	Licensure/ Non-degree	
Elementary Education	Y	
Elementary Mathematics Resource (Endorsement)	Y	
General Science	Y	
Middle School Mathematics	Y	
Secondary Chemistry	Y	
Secondary Biology	Y	
Secondary English	Y	
Secondary General Science	Y	
Secondary Mathematics	Y	
Secondary Physics	Y	
Secondary Social Studies	Y	
Special Education (Non-Categorical)	Y	

	Licensure/ Non-degree
<b>Anticipated length of program (2014-15, EPPs)</b>	<b>9 months</b>

TEACH-NOW also partners with universities to offer a Master's Degree.

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<b>Total program enrollment:</b>			(2011-12, Title II)
<b>Full-time/part-time:</b> (2013-14, EPPs)	<b>Gender:</b> (2011-12, Title II)	<b>Race/ethnicity:</b> (2011-12, Title II)	



Note: The category "Other" under race/ethnicity includes program enrollees classified in the Title II report as American Indian, Alaska Native, Native Hawaiian, Pacific Islander, and Multiracial. Enrollees classified as unknown for Title II reporting are not included.

**Definition of full-time and part-time students:** *TEACH-NOW is an intense online program. Candidates spend 25-30 hours/week during the first 2 months of the program. Once they become accustomed to the project-based collaborative learning to teach mode, they spend 15-20 hours per week completing the required work in the program.*

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### Section 2: Admissions

Program admission requirements (2013-14, EPPs)	
Criteria	Licensure/ Non-degree
High school GPA	
Undergraduate GPA	Yes (3.0)
Minimum credit hours completed as undergraduate	N/A
Praxis Core	Yes
MAT scaled score	
Praxis II	Yes
Previous education-related courses	
Education-related bachelor's degree	
Any bachelor's degree	Yes
Previous teaching experience/experience working	
Goals statement	Yes
Statement/assessment of professional dispositions	Yes
Letters of recommendation	
Background checks	Yes

**Notes:** The Praxis Core replaced the Praxis I starting in October 2013. DC OSSE will continue to accept Praxis I through August 2016. Additionally, until August 2016, in lieu of completing the full Praxis I, individuals may submit scores from the SAT, ACT, and/or GRE in combination with Praxis Writing scores. Applicants may not be required to meet all of the listed criteria. Refer to the EPP website for more information on specific admission requirements.

**Key:** Yes = Criteria required for admission    Blank = Criteria not required for admission  
N/A = Criteria not applicable    Value = The minimum value for required criteria, shown in parentheses if available

	Licensure/ Non-degree
<b>Percent of applicants accepted (2013-14, EPPs)</b>	<b>33%</b>

**Additional notes on percent of applicants accepted:** *TEACH-NOW receives hundreds of online applicants who go through a multiple-stage review process, including 3.0 GPA, transcripts, written statement for reasons for teaching, prior experiences. The review process culminates with a Skype interview.*

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### Section 3: Graduation/Completion

Program graduation/completion requirements (2013-14, EPPs)	
Criteria	Licensure/ Non-degree
Program GPA	See note
Minimum credit hours completed	See note
A minimum number of clock hours spent on early field experiences for:	
Program with <b>lowest</b> number of required hours	Yes (85)
Program with <b>highest</b> number of required hours	Yes (85)
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for:	
Program with <b>lowest</b> number of required hours	Yes (200)
Program with <b>highest</b> number of required hours	Yes (200)
Praxis Core	Yes
Praxis II	Yes
Paper-based portfolio	
Electronic portfolio	Yes
Performance assessment (TPA or non-TPA)	Yes

**Note:** Program GPA: TEACH-NOW does not assign traditional grades. Each activity in the program is "graded" on a 4-point rubric from Insufficient, to Basic to Proficient to Outstanding. Candidates have to have an overall grade of Proficient to complete the program.

Minimum credit hours completed: TEACH-NOW does not count credit hours.

Candidates complete 8 Learning Modules based on InTASC Standards that are delivered on a project/activity-based, collaborative learning platform in cohorts of 12-15 candidates/instructor. It generally takes candidates an average of 15-20 hours/week to complete the work.

Performance assessment: TEACH-NOW uses IMPACT TLF to assess performance.

The Praxis Core replaced the Praxis I starting in October 2013. DC OSSE will continue to accept Praxis I through August 2016. Additionally, until August 2016, in lieu of completing the full Praxis I, individuals may submit scores from the SAT, ACT, and/or GRE in combination with Praxis Writing scores. Refer to the [OSSE website](#) for more information.

**Key:** Yes = Criteria required for completion  
Blank = Criteria not required for completion  
Value = The minimum value for required criteria, shown in parentheses if available

Praxis II pass rates (2011-12, Title II)		
Year	Number taking tests	Pass rate
2011-12	No 2011-12 Title II information available	
2010-11		
2009-10		

Teachers prepared by area of credential (2011-12, Title II)	
Area	Number
No 2011-12 Title II information available	

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Supervised clinical experience (2011-12, Title II)	
Average number of clock hours required prior to student teaching	No 2011-12 Title II information available
Average number of clock hours required for student teaching	
Average number of clock hours required for mentoring/induction support	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year	
Number of students in supervised clinical experience during this academic year	

**Supervised clinical experience/support while enrolled in the program:** *Candidates spend an average of 85 clock hours during the first six months of the program by completing clinical activities that include observations, attending school meetings, interviews, and practice teaching mini-lessons in another teacher's classroom. Candidates spend an average of 200 clock hours during the culminating 3 months of the program on activities including planning, assistant teaching, teaching, completing reflection exercises, reviewing peers, and getting feedback from instructor, mentor, and peers.*

*See [www.teach-now.com](http://www.teach-now.com) for more information.*

**Support following program completion:** *All candidates always remain a part of the Teach-Now community and social network even after they complete the program. They always have access to all their work that they completed during the Teach-Now program in their e-Portfolio through their unique login access to the Teach-Now platform.*

### Section 4: Teacher Effectiveness

Teacher performance ratings for general education teachers (2012-13, OSSE)		
Final rating	Percent of teachers in DC LEAs from TEACH-NOW	Percent of all teachers teaching in DC LEAs
<b>All teachers:</b>		
Highly effective		
Effective		
Minimally effective		
Ineffective		
<b>Number (all teachers)</b>		
<b>First year teachers:</b>		
Highly effective		
Effective		
Minimally effective		
Ineffective		
<b>Number (first year teachers)</b>		

**Notes:** Information aggregated across all DC LEAs. The required components for teacher evaluation systems differ across District of Columbia Public Schools (DCPS) and LEAs that are and are not part of Race to the Top, but all must include such components as student outcomes, multiple measures of performance, and teacher observation. More information on this subject can be found on the [DC OSSE website](#). Cells in this table may be blank for one or more of the following reasons:

- The teacher ratings for this EPP were suppressed because there were fewer than five teachers in one or more of the cells.
- The EPP did not provide DC OSSE with complete information.
- An insufficient number of DC local education agencies (LEAs) provided the teacher-level performance rating information necessary for a match to be made against this EPP's 2012-2013 program completers.

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### Indicators planned for future profiles:

#### Placement and Retention:

##### **Completers teaching in DC public schools**

Data source: OSSE/Title II

Information will be displayed on the total number of completers as well as the number and percent of completers teaching in DC public schools.

##### **Percent of completers teaching in DC public schools placed in hard-to-staff subject areas**

Data source: OSSE/Title II

Information will be displayed on the percentage of completers from this educator preparation program that were placed in the top four hard-to-staff subject areas.

##### **Percent of program completers teaching in DC public schools 1, 2, 3, and 5 years after program completion**

Data source: OSSE/Title II

This indicator will follow cohorts of program completers. For each new year, the indicator will start by showing the number of completers and the percentage of those completers teaching in DC public schools in the first year after they complete the program. In addition to adding a new cohort each year, the indicator will also track each cohort of completers through up to five years of employment with DC public schools.

#### Teacher Effectiveness:

##### **Preparation to carry out teaching job**

Data source: Surveys of recent program completers and school leaders

DC OSSE will administer surveys to teachers in the early years of their careers as well as to principals with experience hiring teachers from the DC OSSE-approved educator preparation programs. Respondents will be asked about teachers' preparation to carry many aspects of their job including teaching the subject matter, handling classroom management, and engaging with families and communities.

The survey will also ask new teachers about their perception of the effectiveness of several aspects of their educator preparation program.